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ABSTRACT

Instructional, administrative, and support services for adult evening education in Massachusetts community colleges are totally supported by tuition paid by enrolled students. On the other hand, day divisions of these colleges are supported by taxation and paid for by the Commonwealth of Massachusetts. Thus, an adult evening division student pays twice the tuition of his day division counterpart, while a part of his tax dollar supports the day student's education. This situation has been brought about by the interpretation of the 1963 law authorizing evening classes "provided such classes are operated at no expense to the Commonwealth." Because evening Divisions of Continuing Education and Community Services carry out the goals and missions of the community college, the indirect cost for administrative and supportive services could be funded through the state appropriated budget within the guidelines of existing legislation. Direct costs, e.g. faculty salaries, would continue to be funded through tuition-generated income. This report includes a summary of the proceedings of a June, 1974 meeting of Massachusetts Deans of Continuing Education and Community Services, tables of tuition charges and enrollments for 15 community college evening divisions, and a line item budget for one such division. (NHM)

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RATIONALE FOR ADOPTING LEGISLATION IN SUPPORT OF DIVISIONS OF CONTINUING EDUCATION AND COMMUNITY SERVICES IN THE MASSACHUSETTS COMMUNITY COLLEGE SYSTEM

by

Anthony M. Cotoia

North Shore Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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PREFACE

This writer is concerned with serving the needs of the adult or "New Learner" and is of the opinion that this has been an area of neglect by the Massachusetts Board of Regional Community Colleges and the Commonwealth of Massachusetts.

The education that an adult who happens to be a taxpayer seeks at a community college is provided through the Division of Continuing Education and Community Services. The services that are provided, as well as the teaching and administration of these Divisions, are totally supported through tuition-generated income paid by these students; and at the same time, pay by way of taxes to support the day divisions of these colleges of which they do not obtain any benefits. The differential in tuition has meant that the adult pays twice the amount as his day division counterpart; and at the same time, is being taxed to support the day students' education.

The Deans of Continuing Education and Community Services of the Massachusetts Community College System supplied this writer with all of what is contained in this practicum. The concerns that they have are the same as this writer in that there is a need to provide more to the "New Learner;" and this can only be accomplished if the Commonwealth and the Board take some of these responsibilities that the Deans have assumed and provide funds to support the administration of these Divisions.

The writer would like to thank all of these Deans who so

readily provided information when asked; all of whom afforded their time, cooperation, and guidance in compiling the recommendations that are stated in this study of which copies are being submitted to each college president and to the Board of Regional Community Colleges for their consideration and implementation.

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Chapter 1

THE PROBLEM: AN INTRODUCTION

With the rise of tuition cost in higher education, particular attention is now given to eliminating from college budgets those departments which cost more than they seem worth for the good of their respective institutions. While traditional "day schools" will have to grapple with faculty discontent over personnel and equipment reductions, there is one department of higher education which may, by the nature of its self-supportive performance, never face the same economic and political pressures: Divisions of Continuing Education and Community Services. In fact, the very dire circumstances of traditional colleges may even add to the fortunes of continuing education, encouraging students to seek its full forms of innovation and accessibility. The growth of part-time higher education has surpassed the enrollments of day schools at many institutions, and the future seems to indicate that such trends will continue.[1]

Traditionally, continuing education programs have had to pay for themselves, primarily through tuition fees. In some institutions, any revenues generated by continuing education offerings revert to the general fund. Many value judgements enter into the determination of resource allocation when programs are annually

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[1] 1974 Annual Statistical Reports recorded at the Massachusetts Board of Regional Community Colleges, 177 Milk Street, Boston, Mass.

reviewed in relation to their budgets. (A budget for the Division of Continuing Education and Community Services at North Shore Community College is included in Appendix A.)

What seems most unfortunate is that continuing education divisions have not been rewarded when they offered excellent programs and generated revenue for the institution. The writer of this practicum has compiled as complete a listing of services and programs that Divisions of Continuing Education and Community Services for the fifteen Massachusetts Community Colleges have accomplished without monies from the general fund of the Commonwealth. This will be dealt with in a separate chapter of this practicum.

All divisions of an institution do not have to be evaluated on precisely the same set of values or criteria. Where differences can be demonstrated between continuing education programs and other instructional programs within an institution, those differences should be noted and used in determining budget allocations.[2] External funding from foundations and state or federal governments has been a source of start-up money for adult programs. However, the reliability of these sources now appears uncertain. Supporters of continuing education are stepping up their lobbying efforts to obtain federal funding.

The American Council on Education, in February, 1973, established an ad hoc Committee on the Funding of Higher Education for the Adult Student. They submitted proposals stressing the need for federal

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[2]Asa S. Knowles (ed.), Handbook of College and University Administration--Academic (New York: McGraw-Hill, 1970), p. 193.

funds to the National Commission on the Financing of Postsecondary Education.[3] The final report, Financing Part-time Students: The New Majority in Postsecondary Education, strongly emphasized the need for financing postsecondary, part-time education on a national basis. This indicates a commendable and growing concern about the overall problem of financing postsecondary, part-time education. The Report went on to state that part-time students are not only serious students motivated in more complex ways than regular full-time day students, but they now constitute as large or larger proportion of the total student body in postsecondary education and more particularly in higher education than full-time students.[4]

The Division of Continuing Education and Community Services at North Shore Community College is authorized by a 1963 Act of the General Court of the Commonwealth of Massachusetts, which stipulates that continuing education divisions operate in the community colleges of Massachusetts with the permission but without the monetary support of the state.

Chapter 15, General Laws, Section 39 states as follows:

> Each regional community college may conduct summer sessions, provided such sessions are operated at no expense to the Commonwealth. Each regional community college may conduct evening classes, provided such classes are operated at no expense to the Commonwealth.

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[3] Higher Education and National Affairs, February 16, 1973, p. 8.

[4] Financing Part-time Students: The New Majority in Post-secondary Education, American Council on Education. Washington, D.C., pp. 39-47.

Using this Section as its authorization, each of the fifteen community colleges in the Massachusetts System has established a Continuing Education and Community Services Program, which reflects the needs and desires of the citizens residing in its service area.

Under the present policy, the day divisions of the community colleges are subsidized through state appropriated budgets. The Divisions of Continuing Education and Community Services are administered and functioned by tuition-generated income. The total operation of these Divisions depends upon this tuition-generated income; and as a result of this policy, these Divisions are often colleges within colleges. Although the rationale for the "at no expense" policy has never been articulated by the Commonwealth, educators, especially this writer, attribute this to such political motivations as avoidance of raising taxes, preference for educating the unemployed youth rather than adults, and containing the expansion of public higher education into areas traditionally served by the private institutions in Massachusetts.[5]

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[5]George Wolfi, Strengthening the Alternative Postsecondary Education System: Continuing and Part-time Study in Massachusetts, University Consultants, Inc., Cambridge, 1973, Part II, pp. 477-485.

Chapter 2

ECONOMIC DISCRIMINATIONS

The providing of increased opportunity and access to education through the Division of Continuing Education has resulted in the following perceptions and effects:

1 Since the continuing education student must bear the cost of administration, instruction, and supplies, he is often perceived as a second-class citizen by those in government and in the System. This is in spite of the fact that the enrollees in these divisions tend to be the adult taxpaying residents of the Commonwealth.

2 This interpretation, that the student must bear this cost, has been made although the law states, "Such classes are to be operated at no expense to the Commonwealth," which implies that only the direct cost, the cost of instruction (faculty) is to be paid for by the student.

3 This interpretation has created a perception at the colleges, at the Board, and with the legislature, that there are two types of students on each campus--day students and evening students; and that the sense of responsibility to each of these two categories is different.

This writer, who is the Dean of Continuing Education and Community Services at North Shore Community College, also holds the elected position of Chairman of the Dean's Council for Continuing Education and Community Services for the fifteen Massachusetts

Community Colleges. As Chairman of the Dean's Council, a request for an informal opinion as to the interpretation of Chapter 15, Section 39, was forwarded to the State Attorney General's Office. As of this writing, no opinion has been received. However, a copy of this letter is printed in the Appendix of this practicum.

The perception which results in two classes of students appears to grow out of the assumption that community colleges were conceived and created to carry out only those roles which traditionally have been assigned to higher education. What appears to be missing is the significance placed upon the word "community" in our colleges' title. In using the word "community" and in the spirit in which community colleges were established throughout the nation, is the recognition of the need for providing educational services to the total community. The establishment of community colleges in itself bears witness to the fact that traditional institutions of higher education were not reaching large segments of the state's population, and a new form of higher education was needed.[6]

It is ironic, therefore, that in the creation of these new institutions traditional modes of financing and perceptions were used; which in themselves inhibit, if not actually prevent, the community colleges from carrying out their missions.

An example of the inequity, which results from this perception and means of financing, is in the difference it costs students to attend Massachusetts Community Colleges during the day or during the

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[6]Ann P. Hayes, "Community Colleges Serve Some of the People," Community College Review, April 1, 1973, Vol. I, No. I, pp. 38-43.

evening. The full-time day students pay $150 per semester for full-time enrollment of twelve or more credit hours, or $16 per credit hour for part-time enrollment. The evening student, however, depending which college he attends, pays between $18 per credit to $22 per credit hour plus registration and service fees where applicable.

Table I is a survey of Continuing Education tuition charges and fees for the fifteen colleges.

Table 1

Continuing Education--Tuition Charges and Fees

Name of College	Cost/Credit	Registration Fee	Service Fee	Late Registration Fee	Community Service Fee
Berkshire	$22/credit	$3.00	activity fee	$2.00	average $30--$35
Bristol	$22/credit	$3.00	$7.00	$5.00	average $25
Bunkerhill	$18/credit	$3.00		$2.00	
Cape Cod	$22/credit	$6.00	(Included in registration fee)	$4.00	average $42--$45
Greenfield	$20/credit	$3.00			$1.00/hr.
Holyoke	$20/credit	$5.00	$5.00 lab fee	$5.00	$20/15 hrs.
Mass. Bay	$21/credit	$3.00	$5.00 lab fee	$5.00	$30/hr.
Massasoit	$22/credit	$3.00		$3.00 not always used	average $20
Middlesex	$20/credit	$3.00		$2.00	about $2.10/hr.
Mt. Wachusetts	$22/credit	$3.00	$5.00 lab fee	$5.00	$420/amount of hrs.
Northern Essex	$20/credit	$3.00		$5.00	average $35--$40
North Shore	$19/credit	$4.00		$3.00	$1.10--$1.25/hr.

Table 1 (continued)

Name of College	Cost/Credit	Registration Fee	Service Fee	Late Registration Fee	Community Service Fee
Quinsigamond	$20/credit	$3.00			depends on course and amount of students
Roxbury	$18/credit	$10.00	total amount of fees--$35		
Springfield	$20/credit	$3.00	$6.00	$5 except for summer	

This inequity comes about as the result of the fact that the evening or continuing education student must pay for costs associated with his courses, while the day students' courses are supported through funds provided by the Commonwealth. The difference paid by the two students is obviously an artifical one since all are residents of the Commonwealth. The evening student, in fact, is more likely to be an adult who is a taxpayer than is the day-time student; and yet they are receiving unequal treatment as a result of the legislation.

This differential is necessitated by the fact that the Commonwealth has refused to accept its responsibility for providing even the administrative leadership and supportive services necessary for carrying on a Continuing Education Program.

As a result of this definition of continuing education, the Dean and his staff, for instance, must recruit and hire faculty; create a catalog; conduct marketing research; develop advertising and promoting; administer a staff of registrar-clerks; conduct the academic and personal counseling of students with existing personnel; develop course selections and schedules; and administer all registrations, program developments, and financing. The utilization of entrepreneurial skills to keep the Division self-supporting at each institution is a necessity. The Division must bring sufficient revenues to remain self-supporting and pay for all salaries, which includes paying the salary of the Dean and his entire staff, the salaries of all part-time faculty, which at many institutions totals two to three hundred per semester, and paying for all promotional activities and support services provided in the evening. The need to remain <u>totally</u>

self-supporting, understandably, often leads to a preoccupation with income-generating activities to the detriment of providing a much broader range of educational needs to the citizens of the Commonwealth.

DEFINITION OF TERMS

Self-support: The institutional requirement to pay its own way, by raising income through tuition, grants, and fees without support from the state or the resources of the mother institution. In Massachusetts all public community colleges are encouraged to run continuing education courses, but at no expense to the Commonwealth.

Continuing Education: Part-time higher education for adults whose primary activity is not of a full-time student. Evening divisions, summer divisions, and extension programs are included here, and all are administered separately from the traditional "day" college which is usually the mother institution where students 18--22 years of age study full time.

80 and 90 Accounts: Special accounts established by community colleges for the depositing of tuition-generated income obtained from summer and evening session. Monies from these accounts are used to operate and administer continuing education programs on a self-supporting basis. These monies are also used by the "day" college as discretionary funds in order to provide additional support to the day college.

Chapter 3

THE ROLE OF DEANS OF CONTINUING EDUCATION AND COMMUNITY SERVICES

In order to recognize the concept of Continuing Education and Community Services at the Massachusetts Community College System, one has to take into consideration the legislation that established these Divisions. The Deans of Continuing Education see their role as leaders in the continuing education movement in Massachusetts and have formulated the following goals and objectives. These goals and objectives were formulated at a meeting chaired by this writer on June 27, 1974, at Cape Cod Community College. The following is what transpired out of that meeting.

The Deans of Continuing Education and Community Services for the Massachusetts Community College System propose to make a reality of a one-college concept by working toward the following goals:

1 To provide comparable instructional and related educational services to all students attending community colleges in the Commonwealth without distinction as to whether they are day, evening, full, or part-time students.

2 To provide these opportunities on a common fee basis.

3 To enhance the opportunities for Continuing Education and Community Service Divisions to create sound, innovative educational experiences for the residents of their service areas by reducing the current pressures on the Divisions to be preoccupied with generating funds.

4 To continue the tuition-generated accounts of continuing education (80 and 90 accounts) as currently constituted in order to provide the flexibility that is essential on community college campuses.

5 To be a total center within the community through sponsorship of programs and events that are not afforded through the regular state appropriated budgeted programs.

6 To assist in raising the educational level and with it the income level of various disadvantaged citizens.

7 To make college credit courses available to citizens at times that are convenient to them. And also its continuation to become involved in credit-free (non-credit) studies on and off the college campus.

8 To provide means for citizens to develop or renew specific interest, skills, and knowledge; and to help each person to become a more productive citizen in society.

9 To identify individuals in the community who may become more active in learning how to work and/or to assume more leadership.

10 To provide adult community education and/or vocational counseling on or off the campus through involvement with industries, public institutions, and other private sectors.

11 To identify the needs of the disadvantaged, the elderly, and other citizens, and assisting them in filling life expectations through programs that Divisions of Continuing Education and Community Services are able to offer.

12 To develop programs by way of contracting services to meet

specific needs of individuals, institutions, or community projects.

13 To initiate and follow up the liason that is needed in cooperative programs with other colleges, both private and public.

14 To assist and impliment a one-college concept in the community colleges so that openings for admission are available for all citizens regardless of socio-economical-chronological-ethnic criteria.

A COMPARISON OF THE DEAN OF CONTINUING EDUCATION'S RESPONSIBILITIES WITH OTHER DEANSHIPS AT COMMUNITY COLLEGES

1. As compared to the Dean of Academic Affairs:

   A. Similarities: Interviews, recruits, hires, evaluates faculty
   Initiates, plans with committees courses and programs
   Develops calendars and academic standards
   Organizes and supervises a professional staff for registration and record-keeping services

   B. Additional responsibilities beyond that of the Academic Dean:
      1. Has more faculty to hire and supervise (in most cases)
      2. Must work successfully with community agencies, and must be able to persuade (cannot rely on the authority of an Academic Dean who possesses a reliable budget)
      3. Cannot work with faculty by edict, but must be able to interpret to day faculty a level of concern not always shared in their educational assumptions regarding goals, methods, etc.
      4. Must be a persuasive, collaborative worker with others whose services he cannot buy or demand (favors from press, custodial support, agency contributions, etc.)
      5. He is accountable for the financial and

educational success of his efforts (failures become visible and politically controversial immediately)

2. As compared to the Dean of Administrative Affairs:

   A. Similarities: Recruitment and supervision of bookkeepers, custodians, police, library, room scheduling, etc.
   Provides systematic control of cash receipts, expenditures

   B. Additionally:

      1. His financial base of income is not fixed or secure, requiring initiative, risk taking, careful use of resources.

      2. He must gamble on the amount of advertising, number of courses offered, the scheduling of his marketing efforts, and include the political fallout of his success with certain courses.

3. As compared to the Dean of Students:

   A. Similarities: Counseling students, providing student services of guidance, veterans' affairs

   B. Additionally: He often has twice as many students, with far less funds and staff resources

OTHER LEGISLATION REGARDING DIVISIONS OF CONTINUING EDUCATION AND COMMUNITY SERVICES

The Massachusetts Community College Board Policy Handbook lists on page 9, under Personnel, Section 3-5, Group B, that the administrative positions of community colleges will include Deans or equivalent and are listed as Deans of Administration, The College, Faculty, Students, and a Dean/Director of Continuing Education. The implication is that these are all state authorized positions and should be acknowledged as such.

In Appendix 6 of the Massachusetts Community College Board Policy Manual, under Policy, Section 6, page 54, it states:

> In developing occupational curriculums, initial attention should be directed toward those needed by the community requiring high school graduation or its equivalent as a prerequisite for admission. These are clearly the responsibility of the Community College. Also, the Community College may offer any vocational or occupational course or courses, workshops, seminars, conferences, etc., with or without college credit as the length and level of the subject matter dictates. Generally these offerings will be for adults or out-of-school youth; they may be for pre-employment training, up-grading, refresher, or retraining. They may be offered as community services in cooperation with public agencies administering State and Federal Acts. In all cases, care should be exercised to avoid duplication and overlapping of programs and facilities and to coordinate with State plans.

A recent formation of the Massachusetts Administrators in Community Colleges, Article 5, regarding Executive Council, Section 1, it states:

> Membership shall be the officers of the Association and one representative from the following community college councils: Presidents Council; Deans of Administration Council; Deans of Faculty Council; Deans of Students Council; Deans of Continuing Education Council; Council of Librarians, and Board Office.

In all of the above instances it states in writing that there exists a titled position as Dean of Continuing Education, and the community colleges are also authorized to offer community service and continuing education programs, which implies that the position is recognized by the state and should be funded accordingly.

The reasons that the position of Dean of Continuing Education and Community Services and the administration of that office should be funded be state appropriated monies are as follows:

1 The Divisions of Continuing Education and Community Services

are more of an integral part of the community college system than programs of offerings that are offered strictly for day division students. Divisions of Continuing Education reflect more of the community needs, in which case the community happens to be the taxpayer. The taxpayer is paying for a state-supported institution by taxes, from which he gets limited benefit because of working and is not afforded services when he is enrolled in the Divisions of Continuing Education that day division students are afforded by way of state support. The adult student is discriminated against in that he pays his taxes to support the community college system and is taxed double by way of paying double the amount for tuition.

2 The Dean/Director of Continuing Education and the total administrative staff plus support services are more involved with needs of the adult learner than any other administrative office of the college.

3 The adult learner should be given the full benefit of an administrator and the services this office can offer the adult learner during the evenings and times the adult learner has available for continuing his/her education.

4 The growth of Continuing Education in the Commonwealth of Massachusetts, and especially in the community college system, has been phenomenal. According to a recent survey by the Massachusetts Board of Community Colleges, the enrollment head count is more than the total enrollment head count of day division students in the community college system.

5 The Continuing Education tuition generated funds have

become overencumbered for day division use at many community colleges. Examples of such are:

a. Utilization of money to pay day division full-time personnel, both professional and classified, who have no relationship to the functioning of a Division of Continuing Education.

b. In some instances, the tuition generated money is utilized to supplement the salaries of full-time personnel, ranging from Deans to secretaries and grantsmen.

c. The purchasing of computers and other equipment that should have been purchased from state appropriated funds and has been purchased from Continuing Education funds.

d. The buying of supplies and services that are expressly used for day division use.

e. The utilization of Continuing Education funds for purposes of travel for day faculty.

f. The utilizing of money for entertaining guests and noted dignitaries and also for the paying of special events that occur on and off campuses.

g. The printing of day division publications.

h. The renovation and maintenance of buildings and the equipping of offices.

i. The renting of facilities and offices that are used not only for the Evening Division, but mainly for day division operation.

Chapter 4

POPULATION AND SERVICES PROVIDED

The adult college students have all the problems, and often many more, of their fellow day students who tend to be younger. They do, however, bring greater motivation and life experiences with them to the classroom. Many, however, have never learned how to study; or they seek to improve on their basic learnings in such areas as reading, writing, and mathematics. They are also seeking methods and means to obtain these skills. As a result, many of these adult evening students require more, not less, support services and assistance than do their day-time fellow students. However, due to the absence of any support from the Commonwealth, the total cost of providing these additional services must be borne by the students; or in many instances through grants that are written and administered by Divisions of Continuing Education and Community Services.

Each of the colleges offers classes in the evening, on weekends, and during the summer. In the academic year, 1973-1974, there were approximately 40,000 individuals in the Commonwealth enrolled in these programs and courses. This represents, when equated to full-time students, approximately 14--15,000 FTE students. This compares to approximately 24,000 FTE students in the day program.[7] Table II lists the enrollments for evening and day-time students for the Fall, 1974, semester.

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[7] 1974 Annual Statistical Reports. op. cit., p. 3 and 5.

Table 2

Enrollments

Community College	Number of Students Enrolled--Fall, 1974, Semester Evening Division	Number of Course Registrations Fall, 1974, Semester, Evening Division	Number of full-time Students Enrolled in Day Divisions
Berkshire	2053	1486	1449
Bristol	2909	4931	1766
Bunker Hill	2228	1856	2050
Cape Cod	2257	2691	1520
Greenfield	2176	1352	1359
Holyoke	2592	2407	2605
Massachusetts Bay	2975	3046	1783
Massasoit	2267	3529	1808
Middlesex	3774	4998	1213
Mount Wachusett	2524	2046	1271
North Shore	4017	5943	2251
Northern Essex	3200	4375	2348
Quinsigamond	2687	4036	1914
Roxbury	----	----	598
Springfield Tech.	2185	4243	3277
Total	37844	46939	27162

Many of these enrollees have completed their entire Associate Degree while enrolled in Continuing Education Programs. Others, as a result of successful experiences in continuing education, have enrolled into the full-time day program, while many have transferred to other institutions throughout the Commonwealth. The vast majority of these students are those who find traditional, full-time day programs not a realistic or viable option. These enrollees tend to be adults who are fully employed during the day and support a family, housewives with responsibilities during the day, or individuals who cannot travel to a campus and, therefore, must enroll in extension centers established by Divisions of Continuing Education.

There are also those, who for one reason or another, cannot be admitted into the day-time program for academic, financial, or other personal reasons. They tend to be a typical cross section of the adult taxpaying citizen of the Commonwealth.[8]

As a result of conducting these classes and other programs, the Divisions of Continuing Education have been able to serve a very broad spectrum of the residents of the Commonwealth. This includes the racial disadvantaged, including Blacks and other minorities as well as individuals for whom English is a second language; the chronic hospitalized, prison inmates, and nursing home residents who are institutionalized; those with special problems such as high school dropouts, the unemployed and underemployed, the elderly, the physically handicapped, and the individuals suffering from drug abuse or alcoholism;

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[8] George Nolfi. op. cit. Pt. III, pp. 5--91.

the second-chance clients, who are adults who have at some time received post-secondary education or training but who do not have degrees and need career upgrading and mid-career change through formal vocational training and other types of educational experiences; the housewives for whom new careers and expanding life styles are related to continued and expanded learning opportunities; and students currently or previously enrolled in non-degree granting post-secondary level institutions and educational programs such as employer-based, union-based, or Armed Services-based education and training.

The following offers a complete break down of services/ programs provided by Divisions of Continuing Education and Community Services in the Massachusetts Community College System. All are provided "at no expense to the Commonwealth."

Populations and Services Provided by

Divisions of Continuing Education and Community Services

Clientele Served	Programs and Services
I. DISADVANTAGED	
A. Racial Minorities	
1. Blacks	Adjustment, course selection, and motivation counseling available. Counseling also done on individual basis.
	Preparation for High School Equivalency Test (GED) courses available.
	Motivation to Education Program available which leads to a two-year degree.
	Search For Attainment of Human Potential (SAHP) program offered.
	SFCC curricula program available.
	Some Title II grants available to expand programs.
2. "Second Language" Spanish-Speaking	Political Action Program available, funded through Title I.
	Bi-Lingual Secretarial Program offered with placement service available upon completion.
	"English As A Second Language" course available at five colleges.
	A special course available, "Spanish Culture and Conversation for Teachers, Social Workers, Policemen, General Public."
	In-service training program offered for those working with Spanish-speaking people.

		Project Salud offered for area residents.
		Annual Portuguese Spring Festival (12,000 area residents attended in 1974)
B.	Institutionalized	
	1. Chronic-Hospitalized	Field placement of students at hospitals and state institutions; in-service training on sites.
		Counseling offered for community personnel working with mentally ill.
		Courses are offered at state hospital for hospital personnel.
	2. Prison Inmates	Credit courses are offered at state and county institutions. Some are offered in conjunction with STEP Program.
		Summer courses available for juvenile offenders in conjunction with the Youth Services Department.
		Counseling services available for emotional assistance, employment, housing assistance, vocational assistance.
		Recreational programs are offered at state and county institutions.
		Inmates are released to take CLEP Examinations. Challenge Final Examinations are given.
		GED program is offered at some institutions tuition free for inmates.
	3. Nursing Home Residents	Recreational programs are offered on site in the community. Mental Health students give individualized assistance.
		Activity Directors Certificate program offered at college.

	Courses on Gerontology offered to assist personnel working in nursing homes.
	Credit and non-credit courses offered at nursing homes for patients.
C. "Special Problems"	
1. High School Dropouts	Outreach counseling done at local drop-in centers in community.
	Vocational and career counseling available for community members, whether enrolled or not.
	GED programs available at all colleges. Some are offered at off-campus sites; some are also offered tuition free.
	"Finish to Start" program sponsored 80% by Citizens for Citizens group. Upon completion, students return to tutor other students.
	Special developmental programs are arranged for students on campus.
2. Unemployed	Practical "hands-on" courses offered in conjunction with EEA Programs to train unemployed.
	Special programs arranged in conjunction with WINN, MDTA, Manpower Planning Board; NABS Jobs.
	Job market surveys are published for community use.
	Vocational occupation programs and courses available. Some Continuing Education Departments waive tuition.
3. Elderly	Annual Conference for Older Americans given. (300 attended in 1974).

	Pre-retirement courses offered at several institutions. These are lecture-student participation courses.
	Programs are arranged in conjunction with RSVP Program, Project Linkage.
	Consultation services available through Boston University.
	Educare Survey program available. Also available are referral assistance programs.
4. Physically Handicapped	Counseling and advisors available for paraplegic and quadraplegic young people on sites in the community.
	Individual assistance given at all colleges.
	(MRC) Diagnostic and intelligence testing is available.
	Communication telephone system is available at one college for house-bound to allow them to participate in regular classes.
5. Drug Abusers and Alcoholics	Alcoholic counseling done at Salvation Army Half-way houses.
	Two colleges offer "Hot Line" services staffed by college personnel.
	Alcoholics clinics and counseling established, staffed by college personnel.
	Courses: "Alcholism: Causes and Affects," "Drug Abuse Seminar." Also offered is a series on alcoholism.

II. "SECOND CHANCE" CLIENTELE

A. Adults who have, at some past time, received post-secondary level education or training of some sort but who do not have degrees.

1. Career Upgrading and Mid-Career Change (Formal Vocational Training or Other Vocational Training)	Courses offered on site at several locations including: State Mutual Life Assurance Co.; Worcester State Hospital; Central Massachusetts Employers Association; Data General Corporation.
	Courses are offered for upgrading teacher-aids in conjunction with Project Outreach; Model Cities; Project Head Start; Project CDA and CASE.
	Refresher courses in secretarial skills offered at several colleges.
	Credits are given for life experience and work experiences at some institutions.
	Preparation courses available for state and occupational licensing examinations.
	Courses are offered in conjunction with the Small Business Administration to help students start and maintain their own businesses.
	Speed Reading for Adults course offered at several colleges.
	Certificates offered in Retail Management and Food Distribution; Paraprofessional Training; and the VITA Program.
	Project 74 tutorial and individual counseling available. Also job training sessions held.
2. Middle-Aged Housewives	Day care centers established for the care of young children.
	Women's Career Exploration and Planning Workshop held annually. (110 attended in 1974).
	Regular curriculum offered during special day hours for housewives.

	Special topics courses offered in volunteer work and social research for women.
3. Some College Credit/ No Degree	Cooperative programs allowing students to receive advanced standing and placement. Also allows students to take courses at community colleges while attending other institutions.

B. Students Currently Enrolled in Non-Degree Granting Post-Secondary Level Institutions and Education Programs

1. Students in Employer-based, Union-based, or Armed Forces-based education and training	Work done in conjunction with local unions and employers for on-site and at-campus programs for current employees and union members. Courses offered on site at several locations including New England Telephone Company, Blueberry Hill Nursing Home. Basic Building Techniques courses offered in conjunction with the Lynn Carpenters Union. For other on-site courses see II-A-1, under Second Chance Clientele.

Chapter 5

RESULTS AND RECOMMENDATIONS

There is a growing urgency of the need for more effective long-range planning and management of the Commonwealth's resources. At the same time citizens of the Commonwealth want to participate in the formulation of policies which affect their futures. Integrating the need for comprehensive planning and management with the design of processes and structures to increase the effectiveness of public participation will be one of the challenges of this decade and beyond. Helping the citizens prepare for this task could be greatly assisted by the efforts of adequately staffed, supported, and creative Divisions of Continuing Education.

In order to accommodate the needs of the new learner for a more flexible, diversified, and innovative instructional system, this writer investigated what was being offered at his college, as well as what is being offered at the other Massachusetts Community Colleges through their Divisions of Continuing Education and Community Services. It was found that the Divisions are serving a population that is extremely motivated to obtain some form of higher education.

The growth of Continuing Education in the Massachusetts Community College System has been phenomenal and has yet to reach its peak. It has touched a fraction of the people it can potentially reach out to. In order that Continuing Education and part-time, non-traditional

study opportunities be provided with maximum economy and the best utilization of existing resources it necessitates that similar attention and finances that have been afforded the full-time day student, be also provided to the adult part-time student. This can be accomplished at a minimal cost without duplication of existing resources.

Whereas the enabling legislation (Chapter 15, Section 39) states that sessions and classes will be at NO EXPENSE to the Commonwealth; it is recommended that the "Administration and Staffing" of Continuing Education become part of the normal operating budget of each community college through State appropriated finances. If funding to operate a Continuing Education component is accomplished through a state appropriated Line-Item budget, 01 account, it would result in the lowering of the higher tuition rates that the adult (taxpayer) is assessed, and the adult would be paying the same tuition rates on a per course basis as the day student is paying.

The Divisions of Continuing Education and Community Services will be able to further initiate additional options for the adult part-time student in post-secondary education; and, therefore, could be served in a manner and by a system deemed most appropriate for their needs and finances. The adoption of this proposal would make the Massachusetts Community Colleges accountable for; responsible to; and interested in the "New Learner"; and, therefore, more able to serve those who have never been served before. This can happen if the Administrative Staffing of Divisions of Continuing Education were funded by the Commonwealth. The funding would be within the

guidelines of permissive legislation because the classes, sessions, faculty salaries, and other direct costs would be borne by tuition-generated income. The indirect cost, such as the Administration of Continuing Education, would be funded through the State appropriated budget.

Therefore, the following proposal should be taken into consideration by the Board.

1 That the Massachusetts Board of Regional Community Colleges take appropriate steps to cause the Commonwealth to re-evaluate its definition of "at no cost to the Commonwealth" as a basis for continuing education to mean that only the direct costs of instruction for these classes be borne by the student and that State-appropriated funds be made available to the community colleges for the cost of the administration of these programs as a basic responsibility of each community college.

2 That as a result of the provision of these funds, the cost of attending classes for evening students would be the same as for part-time day students. It is estimated that this could become possible if the cost of personnel and indirect administration of continuing education programs, by being provided by the Commonwealth, would enable the colleges to lower their rate to that of the part-time day student.

3 That the Board approve regular 01 State positions for the staffing of the Divisions of Continuing Education based on enrollment in the Division, For example:

A. 500+ students (headcount)	Dean plus Staff Assistant, a Bookkeeper, and a Secretary

B, 1,000--1,500 students	Add: Associate Dean, Counselor, and Clerk-Typist
C. 1,500--2,000 students	Add: Staff Assistant in the Office of the Registrar, and Secretary
D. 2,000--3,000 students	Add: Administrative Assistant, Counselor, and Secretary
E. 3,000--5,000 students	Add: Assistant Dean, Staff Assistant, and Bookkeeper

Additional positions that would be needed, irrespective of the size of enrollment, could be requested as 01 positions or be provided through 80 or 90 account funding.

EXPECTATIONS OF RECOMMENDATIONS

The provision of adequate and stable staff would greatly enhance the abilities of the Divisions of Continuing Education to administer, not only credit and non-credit offering, but also to develop and provide:

1 Counseling, both academic and personal, for all students.

2 Direct study options for academic credit.

3 Provide the vehicle for administering credit for life experience.

4 Offer a college examination testing program by becoming a CLEP Testing Center.

5 Provide a General Education and Development Program offering GED Preparation Courses and Testing Services.

6 Additional services by obtaining funds through proposal writing (State, Federal, and Private Foundations).

7 Cooperative and collaborative efforts with Community Agencies so as to use community resources efficiently.

8 Curricula development that meets the needs of the "New

Learner" by conducting a needs study of the community.

9 Administer a Personalized Curriculum Program.

10 Administer credit for advanced standing for personnel employed in the areas of Allied Health, Law Enforcement and Corrections, Public Health and Safety, Public Service Officials, etc.

11 Senior citizens to enroll free of charge in programs/ courses offered through Divisions of Continuing Education and Community Services.

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APPENDIX

The Commonwealth of Massachusetts
North Shore Community College
Beverly, Massachusetts 01915

TELEPHONE:
927-4850

February 4, 1975

Attorney General
State House
Boston MA

Dear Sir:

The Deans of Continuing Education and Community Services for the 15 Massachusetts Community College system requests an informal opinion as to an interpretation of Chapter 15, Section 39, Acts of 1963 of the General Court of the Commonwealth which provides that;

> "Each Regional Community College may conduct Summer Sessions, provided such sessions are operated at no expense to the Commonwealth. Each Regional Community College may conduct evening classes, provided such classes are operated at no expense to the Commonwealth."

Currently all expenses to operate a Division of Continuing Education are being borne by the student through tuition-generated income. The Day student has his/her education supported by the Commonwealth. This student pays a tuition of $300/year which is turned into the General Fund of the Commonwealth. The Commonwealth them budgets each College approximately $2,000/student year to support this students educational expenses, as well as providing additional appropriated state monies to maintain the physical plants and provide support services.

The Deans of Continuing Education would like for the Commonwealth to take appropriate steps in reevaluating the definition of, " at no expense to the Commonwealth" as a basis for continuing education to mean only the direct costs (faculty teaching salaries) for these classes be borne by the student, and that State appropriate funds be made available to each Community College for the cost of the Administration (salaries of the Dean, Assistants and secretarial support) of these programs as a basic responsibility of each Community College.

If the result of the provision of funds to support the Administration of Continuing Education Programs, the cost of attending classes for evening (Continuing Education) students and part-time day students, would become the same. Currently, there are two different tuitions for the different classifications of students who are attending Massachusetts Public Community Colleges.

An informal opinion would be helpful in order to present our case to the Regional Board of Community Colleges for formal consideration through proper channels.

Sincerely,

Anthony M. Cotoia
Chairman, Deans of Continuing Education
and Community Services, Massachusetts
Community College System

BUDGET

DIVISION OF CONTINUING EDUCATION AND COMMUNITY SERVICES
NORTH SHORE COMMUNITY COLLEGE

Object Code	Description	Expenditures
01	13 Full-Time Personnel	$109,958.30
	7 employed by Division of Continuing Education & Community Services	
	6 employed throughout College	
	(1) Business Office $ 5,571.80	
	(2) Student Affairs 11,523.20	
	(1) Custodian 5,795.40	
	(1) Grant Office 5,761.60	
	(1) Campus Police 9,183.20	
	Plus 6.2% cost of living increase ($109,958.30 X 6.2%)	6,817.42
01-A	Insurance and Fringe Benefits.	8,416.55
		$124,792.27
02	Salaries (Other)	
	A. Overtime Registrations: Fall, Spring & Summer Semesters, Data Processing, Business Office, Division of Continuing Education	6,000.00
	B. Department Chairpersons Evaluation--Coordination of credit instructors for one academic year	1;500.00
	C. Overtime Bookkeeper	1,040.00
	D. One Accounting Lab Assistant/ Tutor	4,800.00
		$13,340.00

Budget
Page 2

03	Services: Non-Employees	
	Teaching personnel part-time (Community Service Instructors)	$ 60,000.00
	Lectures--Special Conferences	200.00
	Teaching personnel, credit courses	280,000.00
	Teaching, part-time (Day)	2,100.00
	Custodial Help: Extension Centers	
	Malden High School	980.00
	Gloucester High School	900.00
	Lynn Classical High School	1,100.00
	Swampscott High School	200.00
	Beverly High School	200.00
	Switchboard Operators (Nights and part time)	2,100.00
	One Math Lab Tutor	600.00
		$347,780.00
10	Travel & Automotive Expenses	
	Three People--Dean and Two Assistants	
	One Major Conference Two Minor Conferences Mileage	750.00
11	Advertising & Printing	
	Community Services	
	35,000 brochures (misc. photo-offset)	220.00
	Advertisement in newspapers	350.00
	1000 Speakers Bureau Brochures	210.00
	1000 Community Service Brochures	300.00
	Continuing Education	
	80,000 Catalogs (Fall, Spring, & Summer)	8,500.00
	Advertisement Newspapers (Fall, Spring, Summer)	5,500.00

Budget
Page 3

	Advertisement, TV & Radio	2,500.00
	600 Printing posters (mail-in) Fall-Spring-Summer	300.00
		$16,800.00
12	Maintenance:	
	Typewriters, duplicating machine, miscellaneous	400.00
13	Special Supplies & Classroom Use	
	Conferences - 3 (a) Senior Citizens (b) Women (c) Misc.	1,200.00
	Books for courses - include as part of services for programs	180.00
	Miscellaneous materials: Index cards, notebooks, pens, pencils, etc.	100.00
	100 Poster Boards	20.00
	Nightwatch newsletter (100,000)	480.00
	600 Blue Books Exams	60.00
	Grade Books	700.00
		$3,090.00
14	Office: Administrative Expenses	
	Memberships	
	N.C.C.S.	45.00
	AEA - Mass.	15.00
	AEA - USA	45.00
	Kiwanis	45.00
	Postage (Bulk) mail brochures	570.00
	Postage (Bulk) mail catalogs	2,010.00
	One phone - Grants Office	400.00
		$3,100.00

Budget
Page 4

15	Equipment:	
	File Cabinet	85.00
	Typewriter table	20.00
		$105.00
16	Rentals:	
	Conferences - Halls & Theatres	400.00
	Lynn YMCA (Classroom Usage)	3,825.00
	Films, Rental	500.00
		$4,725.00
	GROSS TOTAL EXPENDITURES	$514,782.27

UNIVERSITY OF CALIF.
LOS ANGELES
SEP 2 6 1975
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION